



# THE HERMITAGE and THE OAKTREE SCHOOLS

*Inspire, Learn, Achieve*



## EYFS Policy

Person Responsible	Mrs Santos-Lewis
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*“Every child deserves the best possible start in life and support to fulfill their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.”*  
(Statutory Framework for the Early Years Foundation Stage)

### Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At the Oaktree we have a Nursery which provides care for 20 children per session from the age of 2 – 4 years old. Children are able to join our Reception year at the beginning of the school year in which they are five. Children joining Reception may have already learnt a great deal: many have been at our own school nursery and many more come from a range of settings that exist in our community. The Early Years education we offer our children builds upon the foundations that they have already started to develop within their previous settings and home life. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

### The EYFS is based upon four principles:

A Unique Child – developing resilient, capable, confident and self-assured individuals.

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.

Positive Relationships – supporting the children in becoming strong and independent.

We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

Enabling Environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.

We recognise that the environment plays a key role in supporting and extending the children’s development. Through observations we assess the children’s interests, stages of development and learning needs before planning challenging and achievable activities and experiences to enhance and extend their learning.

Learning and Developing – An acknowledgement that children learn in different ways and at different rates.

Within our Early Years classes we allow children to explore and learn safely, whilst encouraging them to manage their own risks. There are areas where the children can be active, investigate and explore. Learning and development in all areas of learning are supported within Red Stop (adult led learning) and Green go (child-initiated) learning.

### **Aim**

At The Oaktree School we aim to provide the highest quality care and education for all our children, giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential. As outlined in the EYFS 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

At the Oaktree School we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs;
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm Early Years foundations for further Learning and development in Key Stage 1 and beyond;
- Value what each child can do, assessing their individual needs and helping each child to progress;
- Enable choice and decision making, fostering independence and self-confidence;
- Work in partnership with parents and guardians, valuing their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability;
- Provide opportunities for children that are challenging and enjoyable and that extend their learning and development;
- Provide inclusive experiences for all children

We endeavour to ensure that children “learn and develop well and are kept healthy and safe.” We aim to support children in their learning through “teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life.” (Statutory Framework for the EYFS)

### **A Unique Child**

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

## **Inclusion in the EYFS**

At the Oaktree School Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools Inclusion Lead provides support for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEND.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for all children and whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

## **Positive Relationships**

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

## **The Role of Parents/Guardians**

We believe that all parents/guardians have an important role to play in the education of their child. We recognise the role that parents/guardians have played, and their future role, in educating the children is a crucial one:

We do this through:

- phone calls to nurseries the summer before starting Reception;
- children and parents/guardians having the opportunity to spend time with the teacher in their new classrooms (three story sessions) before starting school; if required, further follow-up visits or individual visits are arranged;
- 1:1 visits with children and parents and children at their homes prior to their starting Reception;
- 1:1 visits with children and parents at school prior to their starting Nursery;
- an induction meeting for new parents/guardians during the term before their child starts school;
- staggering the starting day for children throughout the first week so that the teacher can welcome each child individually into our school;
- sharing of achievements and learning using Parent Passport (through Tiny Tracker)
- celebration afternoons half termly which allow parents to visit their child's class and to review their child's progress;

- encouraging parents/guardians to talk to the child's teacher if there are any concerns;
- formal meetings for parents/guardians each term at which the teacher and the parent/guardian discuss the child's progress. Parents/guardians receive a written report on their child's attainment and progress at the end of the school year;
- the Home Reading Diary, parents/guardians can keep the teachers informed of reading progress at home;
- communication in the Reading Diary monthly to update parents on children's reading target;
- organising a range of activities throughout the year that encourage collaboration between child, school and home;
- inviting parents/guardians to a selection of workshops during the Autumn Term;
- encouraging parents/guardians to share their child's successes at home by recording them on a Parent Passport (through Tiny Tracker) or Seesaw, contributing to the child's learning journey.

## **Learning and Development**

In the Foundation Stage there are seven areas of learning and development of which three are "prime areas," and four "specific areas."

### **The prime areas are:**

- Communication and language
- Physical development
- Personal, social and emotional development.

### **The specific areas are:**

- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child.

Each area of learning and development is implemented through a mix of adult-led and child-initiated activities. Play and active learning are essential parts children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own learning which is facilitated and extended by adults, and by taking part in active learning which is guided by adults.

*"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.*

*(Statutory Framework for EYFS 2021)*

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. We currently use the Cornerstones scheme of work as the basis of our curriculum. We also believe pupil's voice plays a significant role in the design of the curriculum at the Oaktree School and adapt our provision to reflect the children's interests and motivations.

At the Oaktree we support children in using the three characteristics of effective teaching and learning. These are;

- **Playing and Exploring** - children investigate and experience things, and 'have a go';
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. (Taken from statutory framework for the EYFS 2012)

### Observing, Assessment and Planning

At the Oaktree;

- We use assessment information from the child's previous setting and baseline assessment data in the Autumn term to support our early identification of learning priorities for each cohort.
- We make regular assessments of children's learning throughout the year identifying, in accordance with Outcomes curriculum guidance, age band attainment levels for each individual child for each of the seven areas of learning.
- Ongoing assessment takes the form of snapshot observations during children's self-initiated learning times. Snapshot observations are recorded using 'Tiny Tracker', an online learning journey platform. As many of the opportunities for observation take place during group learning children will appear in their peers' Learning Journeys.
- Assessments and observations involve the teacher and other adults as appropriate. The team use the information gathered to ensure that future planning reflects identified needs.
- During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for their next stage of school. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.
- Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development (expected) or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

### The Learning Environment

At the Oaktree School we plan an inside and outside learning environment that encourages a positive attitude to learning and that helps the children to develop in all seven areas of learning. We use resources and equipment that reflect both the community that the children come from and the wider world. Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make their own decisions. It provides children with a sense of satisfaction as they take ownership of their learning. We encourage the children to make their own selection of the activities and resources, as we believe that this encourages independent learning.

## **Welfare**

*“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.”*  
(Statutory Framework for the Early Years Foundation Stage May 2022)

It is important to us that all children in the school are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding and Child Protection Policy)

At the Oaktree School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2022.

We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

## **Health and Safety**

At the Oaktree School there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the Foundation Stage learning environments, both indoors and outside. (See EYFS risk assessments)